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ABSTRACT

To help determine priorities for the use of student fees for campus services and to test the degree of importance to students of a wide range of programs, a survey of student perceptions of these services was conducted by the University of California at Davis in the spring quarter of 1976. A total of 1,365 students responded by completing a questionnaire that asked for ratings of campus services according to their importance in the student's own life. Services and programs were divided into 11 general areas: academic and career planning; health; housing; specialized assistance; recreation; aesthetics and culture; student organizations, activities, and governance; learning support; orientation; personal counseling; and finances. The appendices contain a copy of the questionnaire, a tabular summary of survey respondents' characteristics and student rating of campus services, and a chart showing the mean score distributions for survey items. (SPG)

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STUDENT PERCEPTIONS OF CAMPUS SERVICES

HE 010 206

research report no. 6

office for student affairs
research and evaluation
university of california, davis

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John M. Winkworth
Bonnie L. Kroll

Research Report #6
Office for Student Affairs
Research and Evaluation
University of California, Davis

February, 1977

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The University of California at Davis provides a variety of programs and services which complement its academic goals by supporting the social, intellectual, financial, and physical needs of approximately 17,000 students. These programs include advising for personal, career, and academic matters, as well as special services for foreign, physically disabled and low income/minority students. Large programs also exist to serve the areas of health, student employment, campus affairs, recreation and housing. These services vary in the degree of UCD resources devoted to them: some are staffed primarily by students, are largely self-supporting, or receive only modest budgeting from the University. Others require substantial University investment for staffing and operating budgets. The degree to which campus services are related to academic goals also varies considerably. Some services are commonly perceived as important to the smooth functioning of the academic system (e.g., academic advising programs). Others, such as intramural athletics and cultural or artistic programs, contribute more broadly to the status of the campus as a diverse and somewhat self-contained community.

In order to help prioritize the use of student fees for campus services and to test the degree of importance to students of a wide range of programs, a survey of student perceptions of these services was conducted by Student Affairs Research and Evaluation (R&E) in the spring quarter 1976. A questionnaire, mailed to a large sample of students registered that quarter, asked for ratings of campus services according to their importance in the student's own life. Results from this survey will serve as advisory information to campus personnel concerned with the correspondence between student needs and opinions and the various programmatic emphases found in campus services.

The questionnaire

The survey instrument (see Appendix A) was developed over a period of several months in consultation with Student Affairs staff members and other campus personnel. An effort was made to include most services that are funded either wholly or partially by registration fees. Eleven topical categories were used in the questionnaire: academic and career planning; health; housing; specialized assistance; recreation; aesthetics and culture; student organizations, activities and governance; learning support; orientation; personal counseling; and finance.

Students were asked to rate the importance of each service to themselves on a scale from 1 (of no importance) to 5 (absolutely essential). A "no opinion/not applicable" response was also available. Examination of responses and comments showed that the no opinion/not applicable option was used as an importance rating on the low end of the scale (i.e., below a rating of 1). Because the instructions asked for evaluation from the individual point of view, a not applicable response could actually be interpreted as a strong response that meant: "It's not important to me." In view of this, ratings were recoded to a 6-point scale, where a 5 was translated to a 6, a 4 to a 5, etc. The not applicable rating was then translated to the lowest importance rating of 1.

A return rate of 58% (1365 respondents) resulted from two mailings: the first to a 15% randomly selected sample of students registered in the spring quarter 1976 and a follow-up to non-respondents three weeks after the first mailing. Data analysis was done by R&E in fall 1976 with technical assistance provided by staff of the Social Science Data Service.

Characteristics of survey respondents

Background information from the survey respondents (e.g., age, sex, class standing) was checked against parallel characteristics in the UCD population to discover any striking sources of non-response bias. Spring quarter 1976 data on class standing and sex for the UCD population was readily available. For several other student characteristics, winter quarter 1976 data from the Student Housing and Transportation Survey was used as an approximation of the spring quarter UCD population.

The comparability of survey and population breakdowns, expected because of random sampling, is illustrated briefly in Table 1. Note that the distribution of class standings is quite similar. Ninety-five percent of survey respondents reported having no children (92% campus),

and 64% of surveyed students reported living in an off-campus house or apartment (61% campus). The mean age of students in both the survey and (estimated) campus population was 22 years.

Table 1

Comparison of Selected Sample Characteristics with Those of the Campus Population (in percent)

Characteristic	Sample (n=1357)	Population[a] (N=16,393)
Class Standing		
Undergraduate	71	73
Graduate/Professional	29	27
Class Standing -- Undergraduates		
Freshmen	19	18
Sophomores	19	18
Juniors	31	31
Seniors	32	32
Sex		
Male	52	57
Female	48	43

[a] Source: Summary of Students, Spring Quarter 1976, A Report of the Registrar

Drawing from Appendix B, which shows respondent characteristics in detail, a picture of the typical (most frequently encountered) student in the sample can be assembled. The typical undergraduate respondent is a single white American aged 17-22 living off-campus in an apartment; he/she (either sex is equally likely) is not employed and is aiming at either a bachelors or masters degree. The typical graduate-professional student is in his mid-twenties and is a white unmarried American who lives off-campus in a house or apartment. He received his bachelors degree at another institution, and is aiming at an academic doctorate. He is just as likely to be employed as not.

There were sizeable numbers of veterans (88), foreign students (58), and ethnic minorities (176) in the sample, allowing some examination of these students' ratings as separate groups. Thirty-six percent of undergraduates and fifty-one percent of graduate students were employed, most for half time or less. Although the distinction between graduate and professional students was made in data collection and tabulation, the term "graduate student" as used in this report includes both groups of students. The largest percentage of undergraduates expected that the highest degree they would obtain was a bachelors (38), with lesser percentages striving for masters (29), doctorates in either health (13) or an academic field (9), teaching credentials (6), and law degrees (4). Among graduate students, 40% expected academic doctorates, 21% masters, 19% health doctorates, 16% law degrees, and 4% teaching credentials.

Student ratings and perceptions of campus services

Although students' opinions of campus services show considerable individual variation, certain general expectations about responses could be stated at the outset. Programs which either serve large numbers of students or are directly supportive of academic achievement might be expected to score high in a survey of this kind conducted on the Davis campus. Mean ratings of a program used by large numbers of students (e.g., freshman orientation) would probably be high because of widespread recognition of the program's services and a widely perceived need for them. On the other hand, the function and/or value of programs used by only a small minority might be unclear to many students, and lower mean ratings would therefore be expected.

In a sample where almost two-thirds (62%) of respondents plan degrees higher than a bachelors degree, another reasonable expectation might be that programs offering academic counseling or information about graduate schools would receive high ranking. More generally, the pattern of survey responses might indicate something of the flavor of the Davis campus, revealing possible biases towards such things as sports, cultural events, or vocational versus purely academic interests. Any general trends such as these could be found by comparing mean ratings in the thematic sections of the survey.

Each of the 11 topical themes is discussed separately in the following pages, with the rankings of services shown within each thematic section. The range of available importance ratings was from a high of 6 to a low of 1. The mean score categories were as follows: 6.0 = Essential, 5.9-5.0 = Very Important, 4.9-4.0 = Moderately Important, 3.9-3.0 = Slightly Important, and below 2.9 = Not Important.

Comments were offered on about one-quarter of the returned questionnaires. Note that the comments are not necessarily representative of the population sampled or of the sample itself, and can be used only to gain added insight into student needs and opinions. Student perceptions as reported in comment material are described along with objective ratings in the pertinent sections below.

I. Academic and Career Planning

In this section of the questionnaire students had the opportunity to rate thirteen types of services pertaining to the planning and realization of their academic and career goals. Almost without exception these items were rated at least moderately important, with a noticeable preference being shown for services that increase job potential both during and after college. Priority rankings, shown in Table 2, indicate that work experiences, information on job markets

Table 2

Perceived Importance of Programs and Services in
ACADEMIC AND CAREER PLANNING

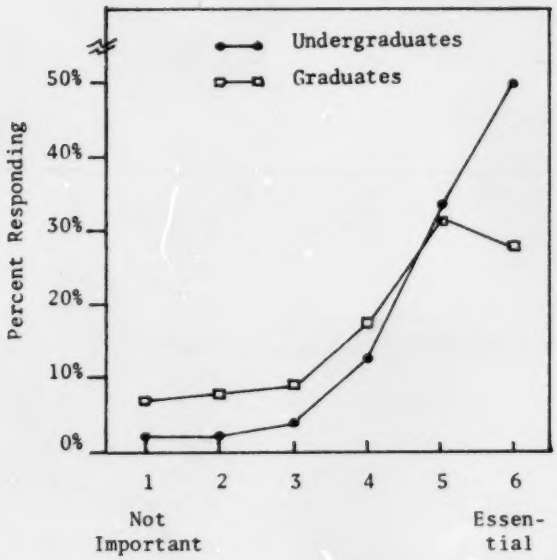
Program/Service	Undergraduate[c]		Graduate[c]	
	M	rank	*M*	rank
Academically related work experience (6)[a]	5.3	1	4.4	4
Information on grad/prof schools (1)	5.1	2	4.5	3
Information on job markets and employment opportunities (8)	5.1	2[b]	4.7	1
Assistance in making career decisions (7)	5.0	3	4.3	5
Printed resources for making career plans (12)	4.9	4	4.6	2
Access to full-time career job listings (11)	4.9	4	4.7	1
Opportunities to meet with professionals in career area (10)	4.9	4	4.4	4
Advice in planning academic course work (4)	4.9	4	4.3	5
Assistance in clarifying educational goals (2)	4.9	4	3.9	7
Assistance in acquiring job search techniques (9)	4.8	5	4.4	4
On-campus interviews with employing companies (13)	4.7	6	4.2	6
Help in academic major selection (3)	4.5	7	3.3	9
Opportunities to study abroad (5)	3.7	8	3.4	8

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

[a] Numbers in parentheses correspond to item number in the questionnaire.
[b] Programs/Services receiving the same mean importance rating were given the same rank.
[c] In general, there were 1041 undergraduate and 316 graduate responses. Occasional missing data caused some mean scores (*M*) to be computed with a slightly lower *n*.

and graduate schools, and career planning assistance are most important to undergraduates. The clarification of educational goals and actual job search techniques were perceived to be of less value. Similarly, graduate students were most interested in career related items, ranking the development of purely educational goals as being of slight importance (presumably because their educational goals were already well formulated.)

Aside from the necessity of basic health care (see below in section II), undergraduates rated the opportunity for work experience in their field (item #6) as more important than any other survey item. Figure 1 shows the comparison between undergraduates and graduate students on this item. The low standard deviation (*SD*) of .9 indicates a marked agreement among undergraduates as to the importance of combining work experience with classwork. (The standard deviations found in this survey range from .9 to 2.0. This statistic is a measure of the degree of dispersion in ratings from the mean of that item. The smaller the standard deviation, the greater is the agreement among respondents.)



	Under-graduates	Graduates
M	5.3	4.4
SD	.9	1.5
n	1021	307

Figure 1. Distribution of undergraduate and graduate student responses to item #6: Opportunities for out-of-class academically related experiences including internships, volunteer work, and part-time employment.

The need for programs or classes to provide practical job experience was one of the most frequent comments offered. Among suggestions for integrating practical experience into the college experience were: 1) field trips to visit professionals at their jobs in industry and government; 2) class visits by former UCD students working in a field of interest, and 3) classes which directly provide work experience, such as a student-operated farm. Survey respondents who offered comments perceived that there was a failure on the part of academic departments to inform students of the career implications of coursework in their department. Typical comments were:

> I need to know what I will learn to do if I major in this subject. All too often students graduate and find that the training they really needed was in another field.

> Each department should offer a one unit class which tells what a person could expect to do after graduating with a degree in that department.

The special needs of the large numbers of pre-med and pre-vet students were often raised, as in this comment:

> Advisors need to reach more pre-med and pre-vet students about their options when turned down by professional schools. Lots of times their (undergraduate) majors don't prepare them for a job.

II. Health

The students responding to this survey placed considerable emphasis on the importance of health care services. Provision of inpatient (item #14) and outpatient (item #15) health care was judged to be very important by undergraduate and graduate students (see Table 3), with significant numbers of students describing these services as essential. Undergraduates rated these two items among the five most important items in the entire survey, while graduate students placed them first and second in their ranking of all 73 programs and services. The graduate concern with health services was further documented by their rating of health insurance

Table 3

Perceived Importance of Programs and Services in HEALTH

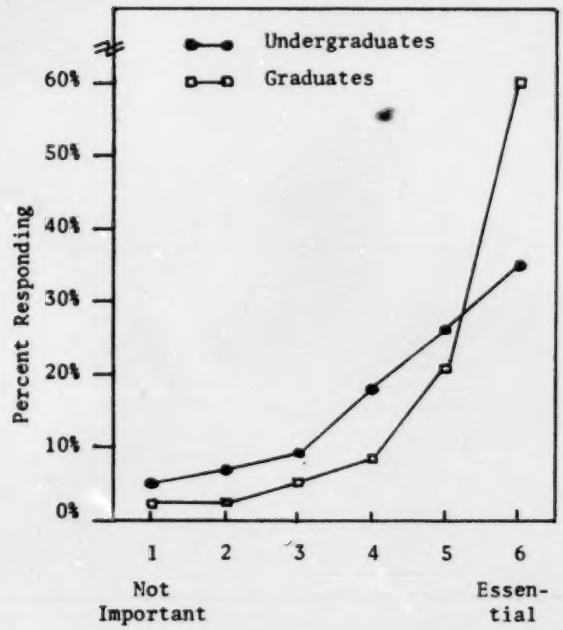
Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Health care not requiring hospitalization (15)	5.5	1	5.4	1
Health care requiring hospitalization (14)	5.3	2	5.4	1
Information and counseling on sexual matters (18)	4.7	3	4.6	3
Preventive medical information/instruction (19)	4.6	4	4.6	3
Health insurance (16)	4.6	4	5.2	2
Health care for dependents (17)	3.2	5	4.0	4

Mean Score Categories

6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

(item #16) as very important. This item was only moderately important to undergraduates (see Figure 2). No doubt this pattern reflects the fact that graduate students are less likely to be covered under their parents' policies and, therefore, have a greater need for health insurance coverage.

The exceptional item in the health category was health care for dependents. In contrast to the relatively high ratings received by the other five items, dependent health care was only slightly important to undergraduates and at the low end of the moderately important category for graduates. This result is not unexpected from a sample with only 14% of the students being married and 5% having children.



	Under-graduates	Graduates
M	4.6	5.2
SD	1.5	1.2
n	1023	310

Figure 2. Distribution of undergraduate and graduate student responses to item #16: Health insurance.

III. Housing

Listing of available off-campus housing (item #20) was the top-rated service under the housing category, receiving moderately important mean scores of 4.9 from undergraduates and 4.4 from graduates (see Table 4). Help in resolving landlord-tenant problems, a topic which has received much attention in Davis in recent years, was also rated as moderately important. The four remaining items were rated in the slightly important category overall, though there were some noticeable differences depending on the living arrangement of the student responding.

Table 4

Perceived Importance of Programs and Services in HOUSING

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Listings of available off-campus housing (20)	4.9	1	4.4	1
Help in resolving landlord-tenant problems (22)	4.1	2	3.7	2
Help in finding roommates (23)	3.9	3	3.2	3
Variety of programs/activities in on-campus residence halls (25)	3.8	4	2.8	5
Special interest living situations on-campus (24)	3.7	5	3.1	4
Assistance in resolving roommate disputes (21)	3.5	6	2.6	6

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

The majority of the students sampled (76%) reported living off-campus, with the remainder living on-campus. The on-campus group placed more importance on activities and programs in campus residence halls (4.4 versus 3.4 for the off-campus respondents) and on receiving help in resolving roommate disputes (3.7 compared to an off-campus 3.1). The two groups showed no appreciable difference in the perceived importance of special interest living situations on campus and help in finding roommates.

Mean ratings for the six items in the housing category, shown for males and females in Figure 3, exhibit a trend apparent throughout this survey. Females frequently rated items slightly higher than did males without, however, differing from male students in their relative rankings among items. In this section, women were particularly more interested in special living situations and in residence hall activities, items #24 and #25, and in the technicalities of finding roommates and a place to live, items #20 and #23.

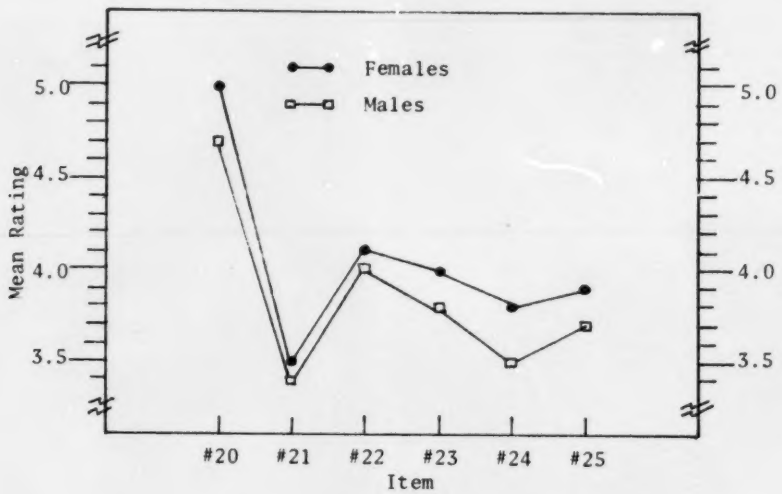


Figure 3. Comparison of mean ratings on housing items for female and male undergraduates.

IV. Specialized Assistance

Unlike the other ten topical themes, Specialized Assistance was meant to focus on the needs of significant subgroups of the campus population. It was expected that the overall mean scores for items would be relatively low. This expectation was indeed the case; most of the services were rated as slightly important (3.9-3.0), as shown in Table 5. These low overall ratings were in contrast to the ratings of the subgroups themselves; foreign students, in particular, ascribed a high level of importance to programs and services geared to their own needs. Item #26, assistance focused primarily on the needs of foreign students, had a mean score for foreign student respondents of 5.5 with 60% rating these services essential. This unusually high rating occured despite the fact that most of the responding foreign students were male graduate students, a group not generally prone to giving high ratings.

The other subgroups did not rate services for themselves as high as did foreign students, though most gave the relevant specialized assistance programs mean scores in the moderately important range (see Table 6). Women, ethnic minority students and veterans all rated the importance of their respective services at 4.1, and services for physically disabled students were rated 4.4. The one exception to this pattern was students with children. They rated the importance of assistance in locating child care facilities in the middle of the slightly important category with a mean score of 3.4.

Table 5

Perceived Importance of Programs and Services in
SPECIALIZED ASSISTANCE

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Assistance for physically disabled students (28)	4.1	1	3.9	1
Assistance for women students (27)	3.7	2	3.6	2
Assistance for foreign students (26)	3.5	3	3.5	3
Assistance for ethnic minority students (29)	3.5	3	3.5	3
Assistance for veterans who are students (30)	3.4	4	3.2	4
Assistance in locating child care services (31)	2.8	5	3.1	5

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Table 6

Perceived Importance of Specialized Assistance Items
by Relevant Responding Group

(in percent)

Responding Group	Item #	Importance[b]						
		1	2	3	4	5	6	*M*
Foreign Students (4)[a]	26	0	0	2	7	32	60	5.5
Women Undergraduates (48)	27	4	7	18	33	26	13	4.1
Physically Handicapped/Disabled (1)	28	0	12	18	12	35	24	4.4
Ethnic Minorities (9)	29	6	16	10	23	20	26	4.1
United States Veterans (7)	30	12	3	9	33	26	16	4.1
Students with Children (5)	31	28	10	7	21	18	16	3.4

[a] Percentage of survey sample
[b] Importance ratings range from 1 (Not Important) to 6 (Essential).

This section of items engendered a fair amount of comment from students. One commonly voiced opinion was that programs for targeted subgroups, such as ethnic minorities, tended to emphasize and inflate differences between people. To these students, this effect made such services undesirable. The emphasis, they felt, should be placed on efforts to bring people together.

V. Recreation

Ratings and comments on the recreation items indicated that students place considerable value on opportunities to participate in a wide variety of recreational activities. Seen as a way to alleviate the high amount of stress accompanying competitive coursework, recreation items were rated quite favorably by Davis students, especially by the undergraduates. As can be observed in Table 7, the presence and availability of a variety of recreational facilities and programs for use on an individual or unstructured basis (items #32 and #33) were particularly popular.

Table 7

Perceived Importance of Programs and Services in RECREATION

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Variety of recreational facilities (32)	5.2	1	4.9	1
Unstructured utilization of recreational facilities (33)	5.1	2	4.7	2
Variety of intramural athletic programs (34)	4.8	3	4.1	4
Rental of recreational equipment (40)	4.7	4	4.2	3
Outdoor wilderness skill development (41)	4.4	5	3.8	6
Arts and crafts facilities and instruction (38)	4.4	5	4.0	5
Organized leisure time outings (39)	4.2	6	3.5	7
Variety of intercollegiate athletic programs to watch as a spectator (37)	4.2	6	3.5	7
Chance to participate in intercollegiate sports (35)	3.9	7	3.2	9
Chance to participate in club sports (36)	3.8	8	3.3	8

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Club sports and intercollegiate sports programs (items #36 and #35) received relatively low scores in this section as might be expected. These programs, for the most part, are not designed to accommodate all students. The intramural program, on the other hand, offers levels of competition geared to the abilities of the average student. Student acceptance and support of this program can be seen in the high moderately important rating (*M*=4.8) given by the undergraduate respondents.

There were few differences between male and female ratings in this section, even when comparisons were made between items involving mild versus strenuous activity. Both sexes seemed equally inclined to both types of recreation, with the only difference of any magnitude occuring when women rated arts and crafts slightly higher than did men (see Figure 4).

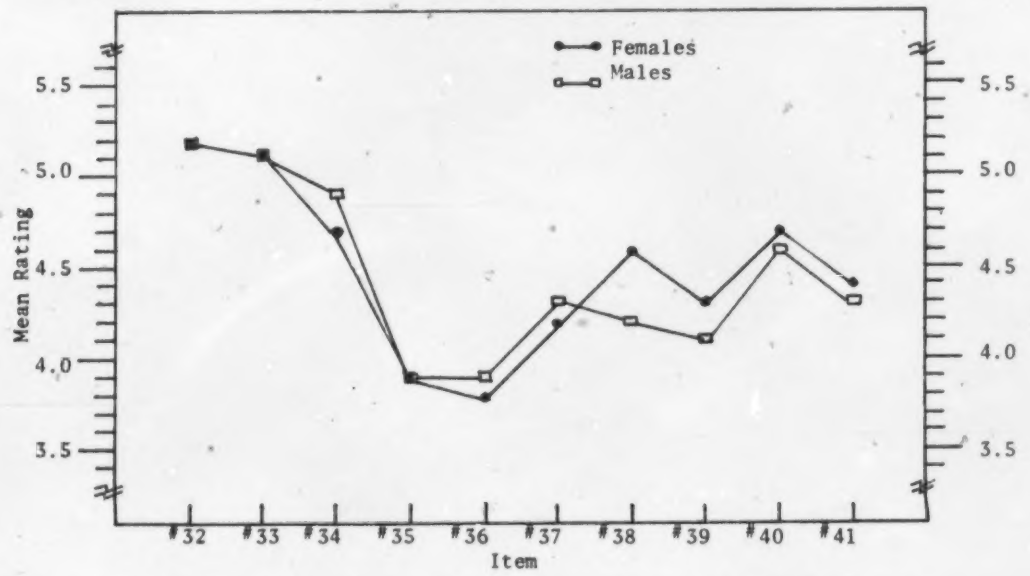


Figure 4. Comparison of mean ratings on recreation items for female and male undergraduates.

In particular, there was little or no difference between undergraduate men and women in ratings of the opportunity to participate in club or intercollegiate sports, the two items involving the most strenuous athletic effort.

Comments received on the subject of recreation, in conjunction with the ratings, support the continued existence of a broad range of recreational activities. Arts and crafts, outdoor activities, and even student gardens and experimental college courses, along with athletics appear to have a place in the recreational experiences of Davis students.

VI. Aesthetics and culture

The opportunity to see a variety of plays, concerts, and films and to hear nationally known speakers was uniformly rated as very important by both undergraduates and graduate students. These items (#42 and #43) received some of the highest ratings given any campus services (see Table 8). Students who commented on these subjects indicated that efforts to widen the small town cultural tableau of Davis were quite welcome.

Table 8

Perceived Importance of Programs and Services in AESTHETICS AND CULTURE

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Plays, concerts, films, and other cultural events (42)	5.3	1	5.1	1
Nationally known people in lectures and symposia (43)	5.1	2	4.9	2
Environment for sharing with those of own cultural background (44)	3.8	3	3.7	4
Events reflecting cultural experiences (45)	3.6	4	3.9	3

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Predictably, events to reflect cultural diversity, like Cinco de Mayo and Black Family Day, received fairly low overall ratings, with large differences in ratings arising due to ethnicity. Ethnic minorities, especially Black/Afro-Americans, were far more interested in events to reflect their cultural uniqueness than were White Americans (see Table 9).

Table 9

Perceived Importance of Events Reflecting Cultural Experiences (Item 45) by Ethnicity of Respondent (in percent)

Ethnic Group	Importance[a]						
	1	2	3	4	5	6	*M*
Foreign	7	9	0	30	28	26	4.4
Asian American	0	10	14	20	27	29	4.5
Black/Afro-American	0	0	0	7	13	80	5.7
Chicano/Mexican American	0	0	0	20	25	55	5.3
Native American	0	0	9	45	27	18	4.5
White American	7	13	19	27	21	12	3.8

[a] Importance ratings range from 1 (Not Important) to 6 (Essential).

VII. Student Organizations, Activities, and Governance

The mean responses of the items in this category, for both the undergraduates and the graduates, were clustered slightly below the mean of all 73 surveyed items (see Table 10). Interest in the student activities related items (#46, #47, #50, and #51) was highest for sophomores and lowest for juniors, with freshmen and seniors falling somewhere in between. The spread between the high and low scores was never large though, and a general lack of excitement about these kinds of services seemed to prevail. Although item #46, opportunity to participate in volunteer projects in the community, would seem to offer the kind of practical experience that respondents indicated elsewhere in the survey to be important, this item was not perceived as having comparable importance.

Table 10

Perceived Importance of Programs and Services in
STUDENT ORGANIZATIONS, ACTIVITIES, AND GOVERNANCE

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Information on sources of funding for campus organizations (50)	4.2	1	4.0	1
Opportunities to serve on campus committees (49)	4.2	1	3.9	2
Volunteer projects in the community (46)	4.2	1	3.7	3
Procedure for handling misconduct (48)	4.1	2	3.9	2
Leadership skills workshops and activities (51)	3.9	3	3.6	4
Organizational assistance to student groups (47)	3.8	4	3.4	5

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

VIII. Learning Support

Although disagreement surfaced in ratings of learning support items, the undergraduate respondents as a whole perceived all six items to have at least moderate value. Graduate students, on the other hand, rated all items as having only slight importance (see Table 11).

Table 11

Perceived Importance of Programs and Services in
LEARNING SUPPORT

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Assistance in improving writing skills (53)	4.5	1	3.9	1
Assistance in coping with academic pressures (55)	4.5	1	3.9	1
Tutorial assistance (56)	4.5	1	3.7	3
Study skills assistance (52)	4.4	2	3.8	2
Help in reducing anxiety which interferes with academic performance (54)	4.3	3	3.8	2
Assistance in improving reading skills (57)	4.1	4	3.6	4

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Among undergraduates, there was an inverse relationship between importance ratings and class level, with freshmen rating these services higher than sophomores, sophomores higher than juniors, and juniors higher than seniors. Though this result might be expected, another expected relationship between reported grade point average (GPA) and ratings of learning support items was not found. Students with low GPA's rated the services no differently than students with high GPA's.

The level of support for these items at the undergraduate level offers further evidence of the presence of a substantial amount of academically-related stress on the Davis campus. Ordinarily, one would not expect learning support services to be viewed as highly by college students. Perhaps the competitiveness in academics has helped to remove the stigma which has often been attached to such services, so that students now see these services serving legitimate needs.

Students who offered comments on this section took strong exception to this need for learning assistance at the University level. These opinions were in opposition to average ratings in this section and probably represent the views of only those students who gave these items low ratings. Typical of the comments offered were the following:

> If they don't know how to write they shouldn't be here. The academic degree loses value if low caliber students are allowed to slip through the system.
>
> If they can't read, write, or take tests they should go to a community or state college . . .

IX. Orientation

Student respondents, in particular the undergraduates, placed a relatively high level of importance on activities to orient students to campus life (see Table 12). This was demonstrated by a unified undergraduate response of very important to item #60, information about campus and community facilities and services. Further insight into the importance of orientation services is provided by numerous comments which mentioned the isolation of off-campus commuting students and the difficulties in adapting encountered by students entering UC Davis in the winter and spring quarters.

Table 12

Perceived Importance of Programs and Services in ORIENTATION

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Information about campus and community facilities and services (60)	5.1	1	4.6	1
Information on public transportation serving the campus (59)	4.8	2	4.5	2
Orientation activities for new students (58)	4.8	2	4.2	3

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

X. Personal Counseling

In the personal counseling area students placed the highest priority on having access to professional counseling assistance for occasions requiring fairly immediate attention (see Table 13). Both undergraduates and graduates assigned moderately important ratings to having counselors available on a drop-in basis (item #62) and having professional assistance available in times of personal crisis (item #68). Undergraduate respondents also expressed support for the use of trained students in some types of advising and counseling activity by rating item #63 in the moderately important category. Graduate students were not as enthusiastic in their rating of the same item.

Table 13

Perceived Importance of Programs and Services in PERSONAL COUNSELING

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Counselors available on a drop-in basis (62)	4.6	1	4.0	2
Trained students who function as peer counselors and advisers (63)	4.5	2	3.6	4
Professional assistance in times of crisis (68)	4.3	3	4.1	1
Assistance in examining life goals and values (69)	4.2	4	3.6	4
Help in resolving personal problems (66)	4.0	5	3.7	3
Group counseling opportunities (61)	3.8	6	3.5	5
Assistance in improving inter-personal skills (67)	3.8	6	3.5	5
Assistance with marital/family problems (65)	3.1	7	3.3	6
Selective service counseling (64)	3.0	8	2.9	7

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Females were slightly more accepting of personal counseling than were males, rating all but two of the nine counseling items as more important than did the opposite sex (see Figure 5).

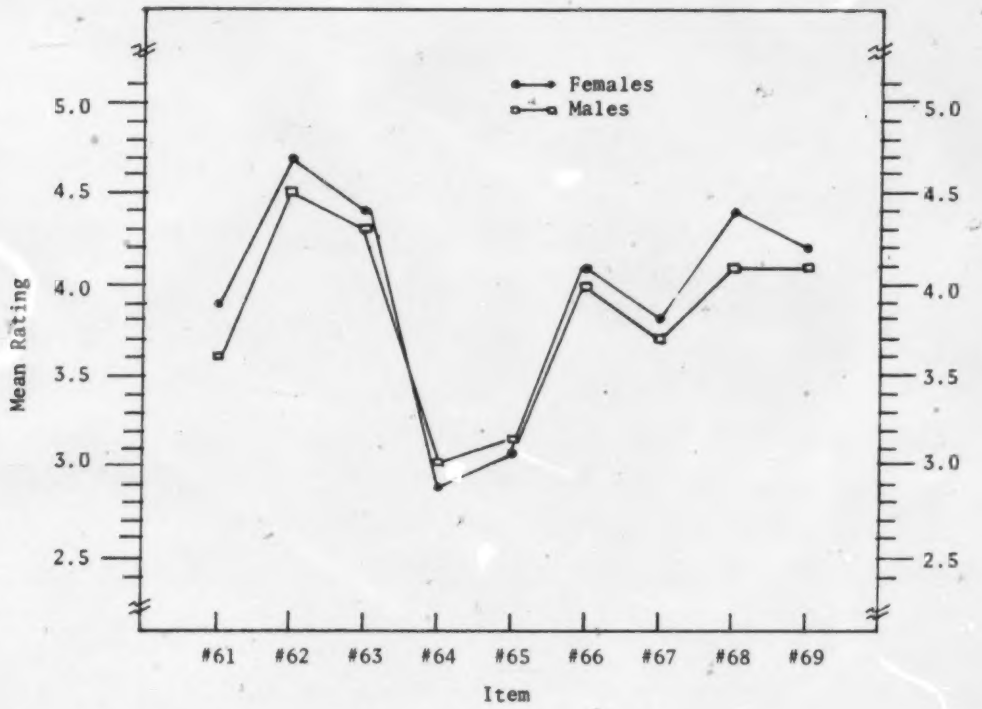


Figure 5. Comparison of mean ratings on personal counseling items for female and male undergraduates.

The exceptional items, where males gave higher ratings than did females, were the two lowest rated items among personal counseling services, items #64 and #65. Particular divergence in ratings occured in the areas of crisis counseling by professionals, peer counseling, and group counseling, with women being markedly more receptive to these forms of assistance than were men.

Counseling for personal concerns, though receiving a neutral reception in the ratings, provoked more comment than any other survey topic with the exception of career planning. Commenters seemed to be of two minds on the subject. Some thought that counseling and other supportive services were essential to helping the student develop into an effectively functioning individual:

> We're all facing poor job prospects and wondering if college is worth it. It's important to have services to help students in interpersonal relationships and growth -- that's an important part of the university experience.

Others perceived such services as an unnecessary crutch:

> I think too many people are finding it convenient to lay their personal problems on the shoulders of the University rather than assume the bulk of the responsibility themselves.

Perhaps the message in these results is that while personal counseling services and programs may not be for every student, there appear to be some students who find these kinds of activities valuable.

XI. Finances

Financial aid, both directly through grants or loans and indirectly through assistance in finding part-time jobs, was seen as important to both undergraduates and graduates (see Table 14). Three of the four items in this section (#70, #71, and #73) ranked in the top third of all undergraduate ratings, with assistance in finding part-time jobs one of the survey's top-rated services. The same three items were in the top 15% of ratings by graduate students, with financial aid for needy students rated highest among financial aid items. Although Table 14 shows that counseling in money management was the lowest rated item in this section, it still received a rating of low-moderate importance from undergraduates.

Table 14

Perceived Importance of Programs and Services in FINANCES

Program/Service	Undergraduate		Graduate	
	M	rank	*M*	rank
Assistance in finding part-time jobs (73)	5.3	1	4.9	2
Financial assistance for needy students (71)	4.9	2	5.1	1
Short-term emergency loans (70)	4.8	3	4.9	2
Information on budgeting and money management (72)	4.1	4	3.9	3

Mean Score Categories
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Top-rated services

The fourteen top-rated items (those whose mean score falls in the very important range) are listed in Table 15. Undergraduates chose items from over half of the eleven categories as very important, items in the areas of health, academic and career planning, aesthetics and culture, finances, recreation, and orientation. Graduate students were much more selective, emphasizing services in only three areas: health, aesthetics and culture, and finances. The distribution of ratings by students shows that undergraduates rated 16% of the 73 items on the questionnaire as very important, 55% as moderately important, and 29% as only slightly important. Graduate students rated 7% of the items as very important, 40% as moderately important, and 53% as slightly important. All items rated as very important by undergraudates received ratings of at least moderate importance by graduate students, so that priorities of the two groups are not so much dissimilar as different in degree, with the older students not as deeply concerned about as many campus services as undergraduates were. (See Appendix D for a comparison between the mean score distributions of undergraduates and graduates.)

Table 15

Top-Rated Programs and Services[a]

Undergraduates	
5.5	Health care not requiring hospitalization (15)[b]
5.3	Academically related work experience (6) Health care requiring hospitalization (14) Plays, concerts, films, and other cultural events (42) Assistance in finding part-time jobs (73)
5.2	Variety of recreational facilities (32)
5.1	Information on grad/prof schools (1) Information on job markets and employment opportunities (8) Unstructured utilization of recreational facilities (33) Nationally known people in lectures and symposia (43) Information about campus and community facilities and services (60)
5.0	Assistance in making career decisions (7)
Graduates	
5.4	Health care not requiring hospitalization (15) Health care requiring hospitalization (14)
5.2	Health insurance (16)
5.1	Plays, concerts, films, and other cultural events (42) Financial assistance for needy students (71)

[a] Only items ranked as "Very Important" (mean = 5.9-5.0)
[b] Numbers in parentheses correspond to the item number on the questionnaire.

Note that the division of survey results into undergraduate and graduate student tabulations has had an effect on the priority ranking of many items. If, instead of this grouping, one were primarily interested in showing the views of foreign and domestic students, for instance, relative ratings on some items would surely be different. This particularly applies to services or programs that are normally used by only a minority of students. Thus it has been necessary to indicate differences in ratings between users and non-users for those services that are aimed at small subgroups. Otherwise, the evaluation of that special group at which a program is aimed would be lost in the majority vote. On this account it is not surprising that the fourteen top-rated items in Table 15 are all services that would be used by the majority, if not all, students.

Comments on some questionnaires indicated that in spite of attempts to secure ratings based on individual needs and preferences, some respondents were saying a service, while unimportant to them as individuals, was important to their friends and others whose welfare was their concern. If this reasoning was widespread, it may have blurred distinctions of individual import between items and respondents. Also, rating a service as important was clearly not an indication that a student would necessarily use it. According to comments, some programs or services were desired as a hedge against future need, not because of current or past necessity or preference.

The most frequently offered comments were on broad issues and not on the specifics of programs. The main points raised were:

1) the difficulty of finding out about many campus services and the need for more orientation programs;

2) the University's obligation to set high academic standards. This comment was most frequently made in reaction to learning assistance items;

3) the sparcity of job-related experience available through UCD;

4) the failure of the academic environment to promote career-awareness among students; and

5) the University's obligation to provide ancillary services. Some students viewed the University mainly as an academic institution and thought that support of ancillary programs would somehow detract from academic programs. Others who offered comments thought of the University as a total environment that should support all aspects of an individual's growth. From objective ratings presented in this report, it would seem that the latter view is more prevalent.

The outline of the most important services indicates that undergraduates are concerned about 1) obtaining job experience during college and good job prospects afterwards and 2) broadening their college years and easing academic stress with experiences in theater and music, and with a good many recreational opportunities. In spite of the substantial percentage of services that undergraduates rated as only slightly important (29%), those items that were rated at least moderately important included services in the complete range of topical categories offered. Graduate students rated all learning support and specialized assistance programs as only slightly important, but all other topical categories received at least some moderate ratings from that group. Thus students as a whole seem fairly supportive of a wide range of services, with the need for many of them being more pronounced among undergraduates.

Appendix A

SURVEY OF CAMPUS NEEDS

BACKGROUND INFORMATION

Please indicate the appropriate answer for each question below.

1. Your sex:
   ____ Female
   ____ Male

2. Your age:
   _____

3. Your marital status:
   ____ Married
   ____ Unmarried

4. If you have children, please check the age group(s) to which they belong.
   ____ 6 years and under
   ____ Over 6 years old
   ____ Children in both age groups

5. What is your class standing?
   ____ Freshman
   ____ Sophomore
   ____ Junior
   ____ Senior
   ____ Graduate
   ____ Professional

6. How many quarters have you attended UCD (including this quarter)?
   ____ 1 to 3
   ____ 4 to 6
   ____ 7 to 9
   ____ 10 to 12
   ____ 13 to 15
   ____ 16 or more

7. In which college or school are you registered?
   ____ Agricultural and Environmental Sciences
   ____ Engineering
   ____ Letters and Science
   ____ Graduate Division
   ____ Law
   ____ Medicine
   ____ Veterinary Medicine

8. What is your declared or anticipated academic major?
   _____

9. What is the highest degree that you expect to earn? (check one)
   ____ Bachelor's degree
   ____ Master's degree
   ____ Teaching Credential
   ____ Law degree
   ____ Doctorate in academic field
   ____ Doctorate in health field
   ____ Other; please specify
   _____

10. What is your cumulative UCD grade point average?
    _____

11. Are you:
    ____ A foreign student
    ____ An Asian American
    ____ A Black/Afro-American
    ____ A Chicano/Mexican American
    ____ A Native American/American Indian
    ____ A White American/Caucasian
    ____ Other; please specify
    _____
    ____ Decline to state

12. Are you physically handicapped or disabled?
    ____ Yes
    ____ No

13. Are you a United States Veteran?
    ____ Yes
    ____ No

14. In which of the following types of housing do you live?
    ____ Apartment, off campus
    ____ House or duplex
    ____ Language house, fraternity, or co-op
    ____ Mobile home or trailer
    ____ Residence hall, on campus
    ____ Residence hall, off campus
    ____ Solano or Orchard Park
    ____ Other; please specify
    _____

15. Hours per week you are employed:
    ____ None
    ____ 1 to 10
    ____ 11 to 20
    ____ 21 to 40
    ____ More than 40

Using the following scale, please rate each item by circling the response which most adequately indicates your own opinion.

5 = Absolutely essential
4 = Very important
3 = Moderately important
2 = Of slight importance
1 = Of no importance
X = No opinion/not applicable

HOW IMPORTANT IS IT TO YOU THAT THE CAMPUS OFFER PROGRAMS AND SERVICES WHICH PROVIDE:

ACADEMIC/CAREER PLANNING

1. Information and advice on graduate/professional school programs and admission requirements. 5 4 3 2 1 X
2. Assistance in the clarification of your educational goals. 5 4 3 2 1 X
3. Help in the selection of an academic major. 5 4 3 2 1 X
4. Advice and assistance in planning course work within your academic major. 5 4 3 2 1 X
5. Opportunities to study in foreign countries. 5 4 3 2 1 X
6. Opportunities for out-of-class academically related experiences including internships, volunteer work, and part-time employment. 5 4 3 2 1 X
7. Assistance in making career decisions and relating your academic work to fields of your choice. 5 4 3 2 1 X
8. Information on job markets, salaries and placement trends, and employment opportunities in a wide variety of fields. 5 4 3 2 1 X
9. Assistance in acquiring effective job search techniques, in writing résumés, and in preparing for job interviews. 5 4 3 2 1 X
10. Opportunities to meet with professionals in career fields of your choice (e.g., engineering, law, business, medicine). 5 4 3 2 1 X
11. Access to full time career job listings in business, industry, government and education. 5 4 3 2 1 X
12. Resources necessary to make career plans: library materials, résumé information, and employer brochures. 5 4 3 2 1 X
13. On-campus interviews with organizations offering employment. 5 4 3 2 1 X

HEALTH

14. Health care for treatment of illness, disease, or injury requiring hospitalization. 5 4 3 2 1 X
15. Health care for treatment of illness, disease, or injury not requiring hospitalization. 5 4 3 2 1 X
16. Health insurance. 5 4 3 2 1 X
17. Health care for dependents. 5 4 3 2 1 X
18. Information and counseling on birth control, venereal disease, and abortion. 5 4 3 2 1 X
19. Preventive medical and self-care information/instruction. 5 4 3 2 1 X

HOUSING

20. Current listings of available off-campus housing. 5 4 3 2 1 X
21. Assistance in resolving roommate disputes and concerns. 5 4 3 2 1 X
22. Help in resolving landlord-tenant problems. 5 4 3 2 1 X
23. Help in finding roommates (on or off campus.) 5 4 3 2 1 X
24. Special interest living situations on campus (e.g., language houses, co-op) 5 4 3 2 1 X
25. A wide variety of programs and activities in campus residence halls. 5 4 3 2 1 X

SPECIALIZED ASSISTANCE

26. Assistance focused primarily on the needs and concerns of foreign students. 5 4 3 2 1 X
27. Assistance focused primarily on the needs and concerns of women students. 5 4 3 2 1 X
28. Assistance focused primarily on the needs and concerns of physically disabled students. 5 4 3 2 1 X
29. Assistance focused primarily on the needs and concerns of ethnic minority students. 5 4 3 2 1 X
30. Assistance focused primarily on the needs and concerns of veteran students. 5 4 3 2 1 X
31. Assistance in locating and selecting child care services for your child. 5 4 3 2 1 X

5 = Absolutely essential
4 = Very important
3 = Moderately important
2 = Of slight importance
1 = Of no importance
X = No opinion/not applicable

HOW IMPORTANT IS IT TO YOU THAT THE CAMPUS OFFER PROGRAMS AND SERVICES WHICH PROVIDE:

RECREATION

32. A variety of recreational facilities (e.g., tennis courts, swimming pool, gymnasium, playing fields, etc.) 5 4 3 2 1 X

33. Opportunities to utilize recreational facilities on an unstructured free-play basis. 5 4 3 2 1 X

34. Opportunities to participate in a wide variety of intramural athletic programs and activities. 5 4 3 2 1 X

35. Opportunities to participate in a wide variety of intercollegiate athletic programs. 5 4 3 2 1 X

36. Opportunities to participate in a wide variety of club sport programs. 5 4 3 2 1 X

37. Opportunities to attend as a spectator a variety of intercollegiate athletic programs. 5 4 3 2 1 X

38. Facilities and instruction for a variety of arts and crafts (e.g., weaving, wood working, leather craft). 5 4 3 2 1 X

39. Organized leisure time outings and experiences (e.g., camping trips, skiing, backpacking, etc.) 5 4 3 2 1 X

40. Recreational equipment available on an inexpensive rental basis for activities such as canoeing, cross-country skiing, backpacking, etc. 5 4 3 2 1 X

41. Opportunities to develop skills necessary for both enjoyment and survival in outdoor wilderness activities. 5 4 3 2 1 X

AESTHETICS AND CULTURE

42. Plays, concerts, films, and other cultural events on campus. 5 4 3 2 1 X

43. Opportunities to hear nationally prominent people via campus lectures and symposia. 5 4 3 2 1 X

44. A social situation or environment in which you can share experiences and interests with those of your own cultural background. 5 4 3 2 1 X

45. Programs and events which enrich and reflect intercultural and international experiences of the UCD community. (e.g., Black Family Day, Cinco de Mayo.) 5 4 3 2 1 X

STUDENT ORGANIZATIONS, ACTIVITIES, AND GOVERNANCE

46. Opportunities to participate in volunteer projects in the community. 5 4 3 2 1 X

47. Assistance to student groups and organizations in the areas of publicity, fund raising, programming and membership recruitment. 5 4 3 2 1 X

48. A procedure for handling misconduct and/or infractions of University rules and regulations. 5 4 3 2 1 X

49. Opportunities to participate on campus committees involved in program planning, resource allocation, and priority setting. 5 4 3 2 1 X

50. Information on the sources of funding available to campus organizations and the procedures for obtaining funds. 5 4 3 2 1 X

51. Opportunities for development of leadership skills through participation in workshops and organizational activities. 5 4 3 2 1 X

LEARNING SUPPORT

52. Study skills assistance. 5 4 3 2 1 X

53. Assistance in improving your writing skills (e.g., paper writing, note taking, test taking.) 5 4 3 2 1 X

54. Help in overcoming anxiety caused by such things as test taking, public speaking, and participation in group discussions. 5 4 3 2 1 X

55. Assistance in coping with pressures and stress which are often inherent in university work (such as academic competitiveness and being accepted to graduate school.) 5 4 3 2 1 X

56. Tutorial assistance. 5 4 3 2 1 X

57. Assistance in improving your reading skills. 5 4 3 2 1 X

5 = Absolutely essential
4 = Very important
3 = Moderately important
2 = Of slight importance
1 = Of no importance
X = No opinion/not applicable

HOW IMPORTANT IS IT TO YOU THAT THE CAMPUS OFFER PROGRAMS AND SERVICES WHICH PROVIDE:

ORIENTATION

COMMENTS:

58. Orientation activities for new students. 5 4 3 2 1 X

59. Information on public transportation serving the campus. 5 4 3 2 1 X

60. Information about the facilities, programs and services available at UCD and in the surrounding community. 5 4 3 2 1 X

PERSONAL COUNSELING

61. Group counseling opportunities on campus. 5 4 3 2 1 X

62. Counselors immediately available on a drop-in basis to help with personal difficultues or to simply talk with you. 5 4 3 2 1 X

63. Trained students who function as peer counselors and advisors to offer assistance with academic, personal, and social concerns. 5 4 3 2 1 X

64. Selective service counseling. 5 4 3 2 1 X

65. Assistance in dealing with marital/ family problems or concerns. 5 4 3 2 1 X

66. Help in resolving personal difficulties which interfere with your life at UCD. 5 4 3 2 1 X

67. Assistance in learning to become more effective in inter-personal relationships. 5 4 3 2 1 X

68. Professional assistance and support in times of emotional crisis. 5 4 3 2 1 X

69. Assistance in exploring and examining life goals and values. 5 4 3 2 1 X

FINANCES

70. Short-term emergency loans. 5 4 3 2 1 X

71. Financial assistance for needy students. 5 4 3 2 1 X

72. Information and counseling on budgeting and managing money. 5 4 3 2 1 X

73. Assistance in finding part-time, temporary, and summer jobs. 5 4 3 2 1 X

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Appendix B

CHARACTERISTICS OF SURVEY RESPONDENTS

Characteristic		Undergraduates n = 1041*	Graduate & Professional Students n = 316*	Total n = 1365*
SEX	M	48%	65%	52%
	F	52%	35%	48%
AGE	17-22	88%	9%	70%
	23-28	10%	64%	22%
	29-34	1%	22%	6%
	35-40	0%	3%	1%
	41-46	0%	1%	0%
	47-52	0%	1%	0%
MARITAL STATUS	M	6%	41%	14%
	S	94%	59%	86%
NUMBER OF CHILDREN	None	98%	85%	95%
	At least 1 child	2%	15%	5%
CLASS STANDING	Freshman	19%	0%	14%
	Sophomore	19%	0%	14%
	Junior	31%	0%	24%
	Senior	32%	0%	24%
	Graduate	0%	71%	16%
	Professional	0%	29%	7%
QUARTERS AT UCD	1-3	39%	25%	35%
	4-6	30%	20%	27%
	7-9	18%	19%	18%
	10-12	12%	10%	11%
	13-15	1%	12%	4%
	16+	1%	15%	4%
SCHOOL	A&E	40%	0%	31%
	Engineering	10%	0%	8%
	L&S	49%	0%	38%
	Graduate	0%	67%	15%
	Law	0%	15%	3%
	Medicine	0%	8%	2%
	Vet Med	0%	10%	2%
HIGHEST DEGREE ANTICIPATED	Bachelors	38%	0%	29%
	Masters	29%	21%	27%
	Teaching Credential	6%	4%	6%
	Law	4%	16%	7%
	Doctorate (academic field)	9%	40%	16%
	Doctorate (health field)	13%	19%	14%
	Other	1%	0%	1%

* For any given category (e.g., sex, age) the number of respondents may vary slightly because of non-response.

Characteristic		Undergraduates n = 1041	Graduate & Professional Students n = 316	Total n = 1365
PHYSICALLY HANDICAPPED	Yes	1%	2%	1%
	No	99%	98%	99%
VETERAN	Yes	6%	9%	7%
	No	94%	91%	93%
ETHNIC STATUS	Foreign Student	1%	14%	4%
	Asian American	6%	3%	5%
	Black/Afro-American	1%	2%	1%
	Chicano/Mexican American	1%	2%	1%
	Native American/American Indian	1%	0%	1%
	White American/Caucasian	79%	66%	76%
	Other	4%	6%	5%
	Decline to State	6%	6%	6%
HOUSING	Apartment	42%	39%	41%
	House or Duplex	17%	42%	23%
	Language house, fraternity, or co-op	2%	0%	1%
	Trailer	1%	3%	1%
	Residence Hall/On-Campus	25%	6%	21%
	Residence Hall/Off-Campus	10%	0%	8%
	Solano/Orchard Park	1%	9%	3%
	Other	1%	1%	1%
HOURS EMPLOYED	none	64%	49%	61%
	1-10	17%	11%	16%
	11-20	15%	27%	18%
	21-40	3%	11%	5%
	40+	1%	2%	1%

Appendix C

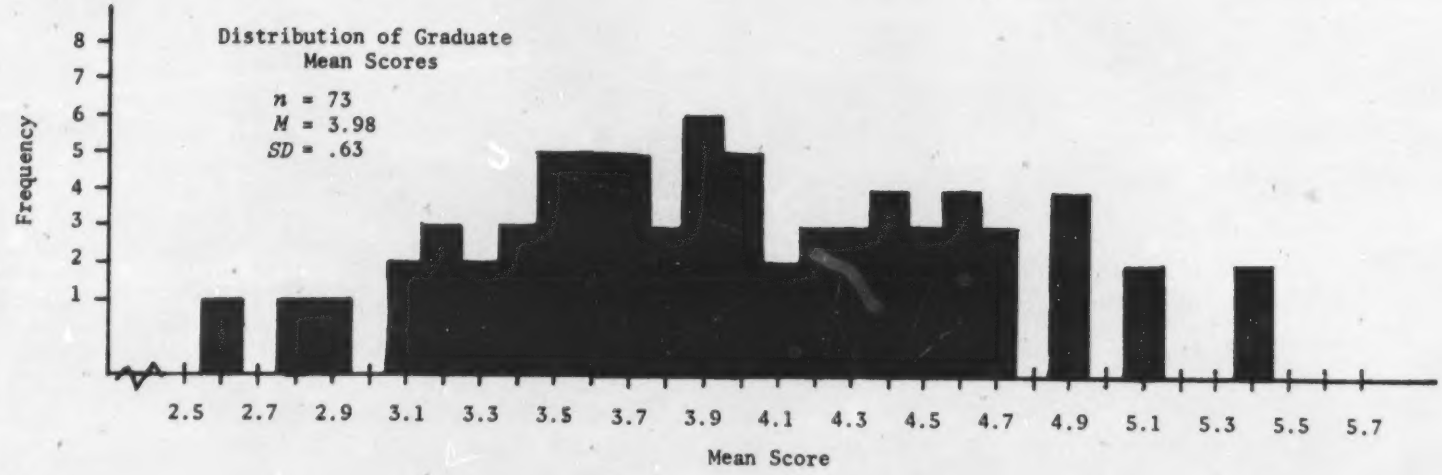
STUDENT RATINGS OF CAMPUS SERVICES

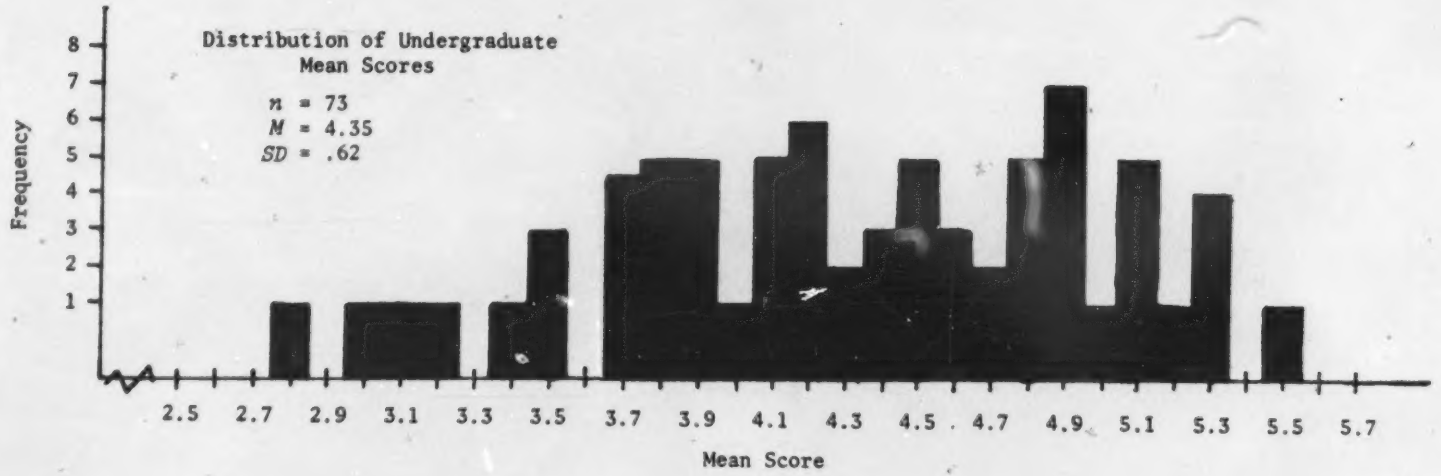
6.0 Essential 5.9-5.0 Very Important 4.9-4.0 Moderately Important
3.9-3.0 Slightly Important below 2.9 Not Important

Program/Service	Undergraduate n = 1041		Graduate n = 316	
	M	*SD*	*M*	*SD*
ACADEMIC AND CAREER PLANNING				
1. Information on grad-prof schools	5.1	1.2	4.5	1.7
2. Assistance in clarifying educational goals	4.9	1.1	3.9	1.6
3. Help in academic major selection	4.5	1.3	3.3	1.6
4. Advice in planning academic course work	4.9	1.0	4.3	1.5
5. Opportunities to study abroad	3.7	1.4	3.4	1.5
6. Academically related work experience	5.3	.9	4.4	1.5
7. Assistance in making career decisions	5.0	1.0	4.3	1.5
8. Information on job markets and employment opportunities	5.1	1.1	4.7	1.5
9. Assistance in acquiring job search techniques	4.8	1.1	4.4	1.3
10. Opportunities to meet with professionals in career area	4.9	1.1	4.4	1.3
11. Access to full-time career job listings	4.9	1.1	4.7	1.5
12. Printed resources for making career plans	4.9	1.0	4.6	1.3
13. On-campus interviews with employing companies	4.7	1.2	4.2	1.5
HEALTH				
14. Health care requiring hospitalization	5.3	1.0	5.4	1.2
15. Health care not requiring hospitalization	5.5	.9	5.4	1.1
16. Health insurance	4.6	1.5	5.2	1.2
17. Health care for dependents	3.2	1.9	4.0	2.0
18. Information and counseling on sexual matters	4.7	1.4	4.6	1.6
19. Preventive medical information/instruction	4.6	1.3	4.6	1.4
HOUSING				
20. Listings of available off-campus housing	4.9	1.2	4.4	1.5
21. Assistance in resolving roommate disputes	3.5	1.4	2.6	1.3
22. Help in resolving landlord-tenant problems	4.1	1.5	3.7	1.6
23. Help in finding roommates	3.9	1.3	3.2	1.5
24. Special interest living situations on-campus	3.7	1.5	3.1	1.6
25. Variety of programs/activities in on-campus residence halls	3.8	1.6	2.8	1.6
SPECIAL ASSISTANCE				
26. Assistance for foreign students	3.5	1.6	3.5	1.8
27. Assistance for women students	3.7	1.4	3.6	1.6
28. Assistance for physically disabled students	4.1	1.7	3.4	1.9
29. Assistance for ethnic minority students	3.5	1.5	3.5	1.7
30. Assistance for veterans who are students	3.4	1.5	3.2	1.6
31. Assistance in locating child care services	2.8	1.8	3.1	1.9

Program/Service	Undergraduate n = 1041		Graduate n = 316	
	M	*SD*	*M*	*SD*
RECREATION				
32. Variety of recreational facilities	5.2	1.0	4.9	1.2
33. Unstructured utilization of recreational facilities	5.1	1.0	4.7	1.4
34. Variety of intramural athletic programs	4.8	1.2	4.1	1.5
35. Chance to participate in intercollegiate sports	3.9	1.5	3.2	1.5
36. Chance to participate in club sports	3.9	1.4	3.3	1.4
37. Variety of intercollegiate athletic programs to watch as a spectator	4.2	1.3	3.5	1.4
38. Arts and crafts facilities and instruction	4.4	1.2	4.0	1.4
39. Organized leisure time outings	4.2	1.2	3.5	1.3
40. Rental of recreational equipment	4.7	1.2	4.2	1.3
41. Outdoor wilderness skill development	4.4	1.2	3.8	1.3
AESTHETICS AND CULTURE				
42. Plays, concerts, films, and other cultural events	5.3	.9	5.1	1.0
43. Nationally known people in lectures and symposia	5.1	1.0	4.9	1.1
44. Environment for sharing with those of own cultural background	3.8	1.4	3.7	1.5
45. Events reflecting cultural experiences	3.9	1.4	4.0	1.5
STUDENT ORGANIZATIONS, ACTIVITIES AND GOVERNANCE				
46. Volunteer projects in the community	4.2	1.3	3.7	1.4
47. Organizational assistance to student groups	3.8	1.3	3.4	1.4
48. Procedures for handling misconduct	4.1	1.4	3.4	1.5
49. Opportunities to serve on-campus committees	4.2	1.3	3.9	1.5
50. Information on sources of funding for campus organizations	4.2	1.3	4.0	1.5
51. Leadership skills workshops and activities	3.9	1.3	3.6	1.4
LEARNING SUPPORT				
52. Study skills assistance	4.4	1.4	3.8	1.5
53. Assistance in improving writing skills	4.5	1.3	3.9	1.6
54. Help in reducing anxiety which interferes with academic performance	4.3	1.4	3.8	1.5
55. Assistance in coping with academic pressures	4.5	1.4	3.9	1.5
56. Tutorial assistance	4.5	1.3	3.7	1.6
57. Assistance in improving reading skills	4.1	1.5	3.6	1.6
ORIENTATION				
58. Orientation activities for new students	4.8	1.3	4.2	1.6
59. Information on public transportation serving the campus	4.8	1.1	4.5	1.3
60. Information about campus and community facilities and services	5.1	.9	4.6	1.2
PERSONAL COUNSELING				
61. Group counseling opportunities	3.8	1.4	3.5	1.4
62. Counselors available on drop-in basis	4.6	1.3	4.0	1.5
63. Trained students who function as peer counselors and advisors	4.5	1.2	3.6	1.5
64. Selective service counseling	3.0	1.6	2.9	1.6
65. Assistance with marital/family problems	3.1	1.6	3.3	1.5
66. Help in resolving personal problems	4.0	1.4	3.7	1.5

Program/Service	Undergraduate n = 1041		Graduate n = 316	
	M	*SD*	*M*	*SD*
67. Assistance in improving inter-personal skills	3.8	1.4	3.5	1.4
68. Professional assistance in times of crisis	4.3	1.5	4.1	1.6
69. Assistance in examining life goals and values	4.2	1.4	3.6	1.5
FINANCES				
70. Short-term loans	4.8	1.4	4.9	1.5
71. Financial assistance for needy students	4.9	1.4	5.1	1.4
72. Information on budgeting and money management	4.1	1.4	3.9	1.6
73. Assistance in finding part-time jobs	5.3	.9	4.9	1.4





APPENDIX D. Mean Score Distributions for Survey Items